U.S. Department of Education
Race to the Top Assessment
Public Meeting on Creating Valid, Reliable, and Fair Assessments
for Students with Disabilities and English Learners
August 10, 2011
AGENDA

8:00 AM Registration opens

9:00 AM Introduction and opening remarks
- *Joseph Conaty and Patrick Rooney, U.S. Department of Education*
- *Deborah Matthews, Smarter Balanced Assessment Consortium (SBAC)*
- *Roberta Alley, Partnership for Assessment of Readiness for College and Careers (PARCC)*

9:35 AM Table discussion – Defining the populations
ED, PARCC, SBAC and Invited Experts

10:15 AM Break

10:30 AM Table discussion, continued

Technology support for assessment accessibility
Mike Russell, Measured Progress

Research and practice on accommodations
Jamal Abedi, University of California, Davis

How to improve accessibility in item design and development

Noon Lunch (on your own)
Note: Submit all written public comment for table discussion before lunch

1:00 PM Table discussion, continued
ED, PARCC, SBAC and Invited Experts

1:30 PM Table exercise
Lizanne DeStefano, University of Illinois
Rebecca Kopriva, Wisconsin Center for Educational Research

2:45 PM Concluding comments

3:00 PM Public comment

3:15 PM Closing comments
Joseph Conaty and Patrick Rooney, U.S. Department of Education

The information presented during this meeting is intended as technical assistance to the Race to the Top Assessment (RTTA) Program's grantees related to their ability to understand and plan for the valid and reliable use of automated scoring in their new assessment systems. The information, suggestions, or opinions provided by the panelists, including any technology or assessment tools mentioned or shown at this meeting, are provided only as resources and examples. Their inclusion is not an endorsement of any product, service or tool by the U.S. Department of Education. In addition, the assessment tools and approaches discussed or shown in these presentations are not intended to mandate, direct, or prescribe the approach of an RTTA grantee, or its member states or local educational agencies.

Afternoon discussion:

Mathematics Common Core State Standard

Expressions & Equations, grade 7 (7.EE.3). Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

English Language Arts Common Core State Standard

Reading for Informational Text, grade 8 (RI.8.8). Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

From "Winston Churchill Braces Britons to Their Task"
Address to Parliament, April 13, 1940

I say to the House as I said to ministers who have joined this government, I have nothing to offer but blood, toil, tears, and sweat. We have before us an ordeal of the most grievous kind. We have before us many, many months of struggle and suffering.

You ask, what is our policy? I say it is to wage war by land, sea, and air. War with all our might and with all the strength God has given us, and to wage war against a monstrous tyranny never surpassed in the dark and lamentable catalogue of human crime. That is our policy.

You ask, what is our aim? I can answer in one word. It is victory. Victory at all costs - Victory in spite of all terrors - Victory, however long and hard the road may be, for without victory there is no survival.

I take up my task in buoyancy and hope. I feel sure that our cause will not be suffered to fail among men. I feel entitled at this juncture, at this time, to claim the aid of all and to say, "Come then, let us go forward together with our united strength."

DISCUSSION PARTICIPANTS

CONSORTIA REPRESENTATIVES

Smarter Balanced Assessment Consortium

- Wendy Carver, Utah State Office of Education
- Shelbi Cole, Connecticut State Department of Education
- Gaye Fedorchak, New Hampshire Department of Education
- Michael Hock, Vermont Department of Education
- Deborah Matthews, Kansas State Department of Education
- Visalakshi Somasundaram, Wisconsin Department of Public Instruction

Partnership for Assessment of Readiness for College and Career

- Roberta Alley, Arizona Department of Education
- Melissa Fincher, Georgia Department of Education
- Andrew Hinkle, Ohio Department of Education
- Dan Wiener, Massachusetts Department of Elementary and Secondary Education
- Leila Williams, Arizona Department of Education

National Center and State Collaborative

- Martha Thurlow, National Center on Educational Outcomes

Dynamic Learning Maps

- Neal Kingston, University of Kansas

U.S. DEPARTMENT OF EDUCATION STAFF

- Joseph Conaty, Senior Advisor, Implementation and Support Unit
- Patrick Rooney, Race to the Top Assessment Team Lead, Implementation and Support Unit

BIOGRAPHIES FOR INVITED EXPERTS

Dr. Jamal Abedi, is a Professor of education at the University of California, Davis and a research partner at the National Center for Research on Evaluation, Standards, and Student Testing (CRESST). Dr. Abedi's research interests include studies in the areas of psychometrics and test and scale developments. His recent works include studies on the validity of assessments, accommodations, and classification of English learners (ELs) and opportunity to learn for EL students. Dr. Abedi is the author of many publications in the assessment of and accommodations for English-language learners. He serves on assessment advisory boards for a number of states as an expert on testing for English learners. He is the recipient of the 2003 National Professional Service Award in recognition of his "Outstanding Contribution Relating Research to Practice" by the American Educational Research Association. He is also the recipient of the 2008 Lifetime Achievement Award by the California Educational Research Association. He holds Master's and Ph.D. degrees from Vanderbilt University in Psychometrics.

Dr. Lizanne DeStefano is a former special education teacher who holds a doctorate in educational psychology from the University of Pittsburgh. Previously, she trained and practiced as a clinical and school psychologist. Currently, she is the director of the Illinois STEM Education Initiative, the Fox Family Professor of Education, Professor of Educational Psychology. Dr. DeStefano recently served as Executive Associate Dean for Research and Administration and Director of the Bureau of Educational Research at University of Illinois at Urbana-Champaign. Dr. DeStefano's research interests include the evaluation and sustainability of innovative programs, multi-site initiatives, and programs serving special populations such as students with disabilities or those at risk for academic failure. Her work has been funded by numerous agencies and foundations, including the U.S. Department of Education, the National Science Foundation, the National Academy of

Education, the Joyce Foundation, the Lilly Foundation, Chicago Community Trust and Illinois State Board of Education. She has conducted many large-scale evaluations of programs serving children and youth, including evaluations of the implementation of IDEA, Illinois Learning Standards and early literacy professional development initiatives such as the Reading Excellence Act in Illinois and the Reading First Evaluation.

Rebecca Kopriva is a senior scientist at University of Wisconsin, Wisconsin Center for Educational Research. Author of numerous books, chapters and articles, including the 2008 *Improving Testing for ELLs*, Dr. Kopriva investigates how to make formative and summative assessments, and professional development for ongoing classroom evaluation accessible for all students, including struggling readers and English learners. Most recently her team has developed and researched a successful approach to using innovative computer-interactive techniques in assessing challenging math, science, and ELA, that allow students to directly demonstrate what they know using simulations, dynamic interactions, and novel response environments rather than relying on text-heavy tasks. She has also pioneered an individualized system for accommodating ELs with different challenges and strengths into both large-scale and classroom academic assessments.

Dr. Michael Russell is Vice President of Innovation for Measured Progress, where he directs the Nimble Innovation Lab. Michael is also an Associate Professor in the Department of Educational Research, Measurement and Evaluation at Boston College. Michael's research focuses on the intersection of educational technology and assessment. His early work examined the use and effects of computer-based technologies in K-12 schools. His more recent work has sought to advance the technology of testing through the integration of computer-based technologies. This work includes the development of Universally Designed test delivery interfaces and systems and the development of new item types and methods for producing open-ended responses. Most recently, Michael played a lead role in developing the Accessible Portable Item Profile (APIP) Standards.

Dr. Stephen Sireci is a Professor in the Research and Evaluation Methods Program and Director of the Center for Educational Assessment in the School of Education at the University of Massachusetts Amherst. He earned his Ph.D. in psychometrics from Fordham University and his Master's and Bachelor's degrees in psychology from Loyola College in Maryland. Before joining the University of Massachusetts, he was Senior Psychometrician at the GED Testing Service, Psychometrician for the Uniform CPA Exam, and Research Supervisor of Testing for the Newark NJ Board of Education. He is known for his research in evaluating test fairness, particularly issues related to content validity, test bias, cross-lingual assessment, standard setting, and sensitivity review. He is the author of over 100 publications and conference papers. He currently serves or has served on several advisory boards including the Graduate Management Admissions Council Technical Advisory Committee, the National Board of Professional Teaching Standards Assessment Certification Advisory Panel, the Texas Technical Advisory Committee, the Puerto Rico Technical Advisory Committee, and the New England Comprehensive Assessment Program Technical Advisory Committee. He is also a Fellow of the American Educational Research Association, a Fellow of Division 5 of the American Psychological Association, and Co-Editor of the International Journal of Testing. Formerly, he was President of the Northeastern Educational Research Association (NERA), a Senior Scientist for the Gallup Organization, and a member of the Board of Directors for the National Council on Measurement in Education. Professor Sireci reviews articles for over a dozen professional journals, and he is on the editorial boards of *Applied Measurement in Education*, *Educational Measurement: Issues and Practice*, the *European Journal of Psychological Assessment*, and *Psicothema*.

Dr. Guillermo Solano-Flores specializes in educational measurement, assessment development, and the linguistic and cultural issues that are relevant to both the testing of linguistic minorities and international test comparisons. He is Associate Professor of Bilingual Education and English as a Second Language at the School of Education of the University of Colorado at Boulder. A psychometrician by formal training, his work focuses on the development of alternative, multidisciplinary approaches that address linguistic and cultural diversity in testing. He has conducted research on the development, translation, localization, and review of science and mathematics tests; the design of software for computer-assisted scoring; and the development of assessments for the professional certification of science teachers. He has been principal investigator in several National Science Foundation-funded projects that have examined the intersection of psychometrics and linguistics in testing. He is the author of the theory of test translation error, which addresses testing across cultures and languages. Also, he has investigated the use of generalizability theory—a psychometric theory of measurement error—in the testing of English language learners. He has advised Latin American countries on developing national assessment systems. Also, he has been the advisor on test translation for an international study that investigates the feasibility of adapting and translating performance tasks into multiple languages. Dr. Solano-Flores's current research projects investigate the measurement of mathematics academic language load in tests and the design and use of illustrations as a form of testing accommodation for English language learners with an approach that uses cognitive science, semiotics, and sociolinguistics in combination.

MEETING INFORMATION

Information on the RTTA public meetings, including transcripts from previous meetings and announcements of future meetings, can be found at: http://www2.ed.gov/programs/racetothetop-assessment/index.html. Comments concerning the public meetings should be directed to: RaceToTheTop.Assessment@ed.gov.